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ABSTRACT

One of several booklets focusing on the development of different components of a career education program, this guide is intended to direct personnel in local school systems in the development of a summer career education exploration for seventh, eighth, and ninth grade students. In a question/answer format, the document defines the program, presents a five-step procedure for developing such a program, provides ideas for publicity, discusses how to conduct the program, and concludes with suggestions for evaluation. (BM)

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"How to Develop a Summer Career Exploration Program for 7th, 8th, and 9th Grade Students"

U.S. DEPARTMENT OF HEALTH,
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A Generic Definition of Career Education
by
Dr. Kenneth B. Hoyt
Associate Commissioner
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"In a generic sense, the definition of Career Education must obviously be derived from the definition of Career and Education. "Career" is the totality of work one does in his/her lifetime. "Education" is the totality of experience through which one learns. Based on these two (2) definitions "Career Education" is defined as follows: "Career Education" is the totality of experience through which one learns about and prepares to engage in work as part of his/her way of living."

This guide offers YOU an opportunity to learn how to:

*_Develop_ a Summer Career Education Program for 7th, 8th, and 9th grade students. . . . . p. 2;

Publicize a program of this nature. . . . . p. 6;

Conduct a program for 7th, 8th, and 9th grade students. . . . . p. 7;

Evaluate a program with this purpose; . . . . . p. 7;

but first, read the _introductory remarks_ on page 1;

then, after you have read the various "how to" topics, don't pass over the _concluding remarks_ on page 11

*This guide discusses a Summer Career Exploration Program in a vocational education center because funds for the program were provided through vocational education funds.

Q. What, exactly, is a Summer Career Exploration Program?

A. A Summer Exploration Program is a week-long career orientation and career exploratory experience for 7th, 8th, and 9th grade students. In small group sessions at the onset of the program, students are oriented to different careers and decision-making skills with emphasis placed upon the importance of a well-planned and sequential career development for each individual. During the program, each student has an opportunity to explore at least four (4) different careers at an education center. The purpose of the program is to give participants an opportunity to gain hands-on-experiences in at least four (4) areas of interest so they can make either positive or negative decisions about their future career choices.

Q. Let's say you have a need for this kind of program in your school system; how then, do you begin to DEVELOP a program of this nature?

A. **STEP ONE**

First of all, developing this kind of program is a COOPERATIVE EFFORT of Career Education personnel, Board of Education members, and Vocational Education Center personnel.

- career education personnel must develop and conduct the program.
- board of education members must support the need and purpose of the program.
- vocational education center personnel must be willing to share their facilities and the expertise of their instructors.

STEP TWO

Next, it is helpful to develop a preliminary orientation agenda used to RECRUIT the students. A typical agenda might be the following:

- A brief description of the program:

  Include the purpose of the program, the various careers that will be explored, the orientation sessions, etc.

- The dates of the program:

  (i.e. Monday, June 23 through Friday, June 27 – Time: 9:00 a.m.-3:00 p.m.)

- The parties/agencies involved in the program:

  Identify the sponsors, the staff, the facility, and also the equipment which will be used.

- The eligible participants:

  All 7th, 8th, and 9th grade students.

•The mode of transportation:

Students are to be bused to and from the center each day.

•The lunches:

Students are to provide their own lunches—preferably a sack lunch so that it may be consumed at the center.

•The insurance policy:

Each student must purchase an accident insurance policy which is available at registration.

STEP THREE

The third step is to ORIENT and RECRUIT perspective students approximately four (4) weeks prior to the termination of the school year.

Remember to do the following:

•Visit each school that has eligible students enrolled.

•Make arrangements with the superintendent, principal and teachers for an in-class orientation.

•Select classes which have all or most of the eligible students enrolled. (i.e., English, mathematics, science, etc.)

•Follow-up the orientation with another personal visit to the classroom. (At this time of year, students might need a reminder every week or so.)

STEP FOUR

After you have RECRUITED a tentative list of participants, then plan your sessions and activities accordingly. A typical first-day agenda might be the following:

•9:00 a.m.—Orientation

•9:30 a.m.—An effective film on career exploration activities.

•10:00 a.m.—A tour of the center

- 11:00 a.m. – Administration of the Career Maturity Inventory Interest Survey (CMI)
- 11:30 a.m. – Lunch
- 12:15 p.m. – A Decision-Making Session
- 2:00 p.m. – A summary of the day's events and the schedule for the next day. The students are to be given their results of the CMI and advised about their four (4) career choices for exploratory experiences.
- 3:00 p.m. – Dismiss students for the day.

Remember to do the following:

- Invite students to bring some form of entertainment with them so they can relax during the lunch break. (i.e. records, tapes, etc.)
- Have refreshments available for the students.

STEP FIVE

At last, the students are ready to attend one of their four (4) selections of career exploratory experiences.

Q. What is included in the sessions?

A. Let's say a student attends a session on Auto Mechanics. Here is what (s)he might experience during the week:

- An *Orientation* of:

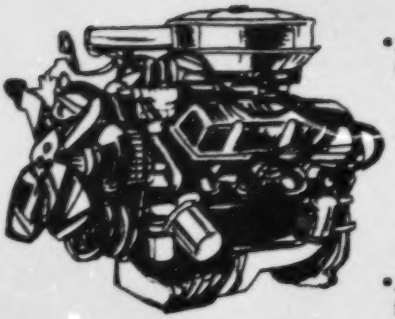
  the automobile and the automotive industry;

  job opportunities in this field;

  anticipated salaries of different levels of work;

  working conditions;

  safety regulations.



- A *Discussion Session* including:

  lifestyles, character traits, etc., of people in this kind of work.

- An *Exposure* to a gasoline engine and the principles of operation.

  a film which describes the operation of a gasoline engine.

  a group discussion on experiences working with/concerned with a gasoline engine.

- A *Tour* of the shop, to become familiar with tools and other equipment and demonstrations of:

  a brake drum lathe;

  a sun machine with ignition simulator;

  a value grinding machine;

  a wheel balancing machine;

  a front end alignment machine;

  a battery charger;

  safety precautions in an auto mechanic shop.

- At the end of the week, a *Competency-Based-Test* in the following skills:

  jack up a car;

  change tires;

  inspect the brake lining;

  inspect the wheel bearings;

  hook up a battery charger;

  hook up a jumper cable;

  check the fluid levels in a battery, a radiator, a braking system, a differential, and a transmission.

- A daily *Clean-Up* assignment.

Q. What other kinds of sessions might be offered?

A. Other kinds of sessions might include:

the machine shop, small appliance repair, auto body repair, auto mechanics, carpentry, electricity, model office practices, secretarial skills, and income tax procedures, or any other course offered at your cooperating vocational education center.

Q. How do I *Publicize* this program?

A. You might write an article similar to your orientation agenda for students and publicize it in these ways:

- announce it on the local radio/television station;
- include it in the career education newsletter;
- submit it to the local newspaper;
- announce it during the following meetings:

  faculty meetings;

  parent-teachers association meetings;

  civic group meetings.

You might write letters to the parents of all 7th, 8th, and 9th grade students and briefly orient them on the program.

You might have an art class to draw posters which describe the program and place in the windows of local businesses and industries and on school bulletin boards.

Q. Now that I have developed the program, oriented and recruited for the program, publicized the program, WHAT NEXT?

A. Next, You *Conduct* the *Program*. By this time each instructor of the individual sessions should have identified goals, stated objectives, planned activities, methods of evaluation which (s)he will accomplish during the week-long program.

Remember to:

- Be present at all times to coordinate and supervise the daily activities.
- Be ready for individual consultations at any given time.
- Meet with all the instructors at the end of each day to discuss any concerns they might have.

- Follow-up the "dropouts" and check to see why they did so.
- Keep abreast of immediate feedback from the students and teachers and be willing to make adjustments accordingly.
- Have a surprise activity planned for the students at the close of the program.

Q. How do I *Evaluate* the effectiveness of the program?

A. There are a number of ways you can evaluate the effectiveness of a program of this nature.

Among them are the following:

- Have instructors to administer to the students a pre- and post-test in each session to see how many skills they improved and how much knowledge the students gained.
- Have instructors to allow students to demonstrate skills and share the knowledge which they acquired from the session during a last day group discussion.

- Conduct parents' evaluation of sessions.

- Conduct principals'/other teachers' evaluation of sessions.

- Conduct students' evaluation of sessions. A student-evaluation instrument might include the following questions/statements:

- How satisfied were you with the Summer Exploration Program?

- Would you recommend that other students attend a program like this one next summer?

- The best part of the Summer Exploration Program was_____.

- The worst part of the Summer Exploration Program was_____.

- Did the program make you aware of the career possibilities in the world of work?

- Did this program help you to look at yourself in relation to career possibilities?

- What could be done to make this program better?

Q. What are some *Challenges and Problems* in developing and conducting a summer Career Exploration Program?

A. **Challenge No. 1:** Students must have varied activities.

What we did:

We identified different activities for each day.

We never repeated the same approach to our subject.

We alternated sharing sessions and demonstration sessions.

Challenge No. 2: All agencies/parties must be aware of their role and responsibilities in the program.

What we did:

We identified a set of program guidelines which specified the role and responsibilities of all concerned. Then, during an orientation meeting these roles and responsibilities were confirmed.

Challenge No. 3: Students have a tendency to change their minds after they have agreed to participate.

What we did:

To begin with, during our orientation sessions, we emphasized all the positive aspects of the program. We took a personal interest in each perspective participant and "followed-up" each student who expressed an interest to participate in the program and counseled him/her, if this was necessary.

Challenge No. 4: A closed lunch period can be a challenge to the program participants.

What we did:

We tried to make the surroundings as pleasant and relaxing as possible. Students brought records and tapes and danced during their lunch break. Some sought out a nice quiet place and took a "nap."

Problem No. 1: Students have a tendency to forget bus schedules.

What we did:

We specified the approximate arrival and return times of the school bus in a letter to the parents. We printed the bus schedule in the local newspaper and had the bus schedule announced over the local radio station.

Problem No. 2: Monitoring the program can be a problem. **A program of this nature must be monitored at all times !**

What we did:

We had four career education personnel involved in our program. Each of us was in charge of overseeing identified sessions. We answered questions, directed students to their classes, observed the sessions, etc.

Some Concluding Remarks By Some Of Our Program Participants. . . . . .

"The program didn't last long enough."

"I enjoyed the swimming party on Friday."

"I found out I didn't like typing."

", enjoyed wiring a house."

"Make the program longer next summer."

"I'd like to spend a week in every program."

"I'd like to have longer breaks."

"I wish you'd provide free lunches or at least a place where we can buy our lunch."

Additional information on the "Summer Career Exploration Program" can be procured by contacting:

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